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ABSTRACT

One hundred citations of journals, newspapers, and government publications from Pakistan are included in this annotated bibliography. The selected educational materials were published during the period April through June, 1976. Entries are arranged alphabetically by author in 25 categories: administration, organization, and financing of education; comparative education; curriculum; development of education; educational goals; educational planning; educational reforms; elementary and secondary education; examinations; history of education; language teaching; libraries; literacy; medical education; philosophy of education; professional education; science education; sociology; teacher education; teachers; teaching methods and media; technical education; textbooks; general; and a special section on higher education. A writers' index concludes the document. (AV)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 10 No. 2, 1976

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ADMINISTRATION, ORGANIZATION, AND FINANCING OF EDUCATION

1. AHMAD, Khalid. Admission Policy --- Morning News (Karachi) April 25, 1976.

Although medical science has made tremendous progress during the post-war period, the standard of medical education in the country has considerably gone down. The Pakistan Medical Council, the highest professional body, has recently expressed concern at the deterriorating standards and suggested drastic changes in the curriculum. To remedy the situation the Federal Government has set up a special cell for improving the standard of medical education and pinpointing the causes of the deterioration. Similarly, the standard of engineering education in Pakistan is far below the standard in the advanced countries.

In the light of these facts the decision to make admissions to engineering and medical colleges more selective, is a step in the right direction. The students seeking admission to engineering and medical colleges far exceed the number of seats available therein. The introduction of pre-entry examination will restrict the number of students seeking admission. But the proposed examination should be conducted strictly and fairly to insure the success of the new plan.

2. ASLAM, Mohammad. Admission Problem --- Pakistan Times (Lahore) May 14, 1976.

To solve the acute problem of admission at primary level, some of the following measures can be adopted: (1) more schools; (2) expansion of capacity in the existing schools; and (3) introduction of a double-shift system. The third method would, however, appear to be the easiest and cheepest. It will entail no extra financial burden except that of staff salaries. It may be mentioned here that the system is already in vogue in some schools in Lahore. It has, however, not proved effective, because one and the same head-master has to work without any break for both the shifts. This practice badly affects efficiency. It should be changed. The system should be introduced free of any makeshift arrangements, and the two shifts should be made completely independent of each other.

3. HASNAIN, Mustafa. Ta'aleemi Masa'il Aur Unka Hal (Education Problems and their Solutions) --- Jang (Karachi) March 19, 1976 (U).

Teachers play a significant role in the improvement of educational standard. This is possible only if the number of students does

not exceed more than twenty-five in a class. At the moment more than one hundred students are crowded together in every class. The remedy for this overcrowding lies only in providing a school in every locality.

The present syllabus badly needs revision. No student should be awarded grace marks. The custom of awarding grace marks in technical institutions directly leads to the lowering of the standard of education. Supplementary examinations should be done away with, and examinations should be held twice a year. Quota system for the purpose of admission to schools may be introduced for undeveloped areas, but no first divisioner should be deprived of admission. The appointment of teachers should be made on the basis of their qualifications and experience.

4. HUSAIN, Ahmad. Women in Education --- Pakistan Times (Lahore) June 4, 1976.

Hardly one per cent of the higher executive posts is held by women. The situation is obviously unsatisfactory. Adequate female participation in the process of decision-making should be provided for not only in keeping with the principle of fair representation but also in the wider interests of women's education.

The lower percentage of literacy rate among women, too, calls for special facilities for them in the field of education. The presence of women in sufficient numbers in the educational hierarchy would have a salutary effect on policy making. To begin with, their present deficiency in numbers can be somewhat made up by reducing the number of unspecified administrative posts.

5. NASRULLAH, Nusrat. Persistent Pressure on School Education --- Morning News (Karachi) May 29, 1976.

Primary education in a cosmopolitan city may become an insuperable problem in the coming years if suitable measures are not taken in time to meet the growing demand for primary education. Official figures put the current growth rate at primary, lower secondary, and secondary levels at 6 to 7 per cent. This figure will rise sharply with the passage of time.

The Directorate of Education has upgraded existing schools, opened double shifts, merged institutions, and increased classroom strength to provide schooling to the maximum number of pupils. But, what is needed at the moment are more school buildings in the shortest possible time. After all there is a limit to the

capacity of the existing buildings.

We have new reached a stage in our school education where parents have to bribe teachers, principals, and other functionaries for getting their children admitted to schools. The Education Department should keep vigilant eye not only on academic standards but also on the administrative aspects of the schools.

6. SIDDIQI, Atiqur Rahman. Ta'aleemi Idaron Mein Badnazmi Kay Asbab (Reasons for Indiscipline in Education Institutions) --- Nawai Waqt Lahore) April 17, 1976 (U).

The causes of indiscipline in the educational institutions are manifold: 1) The staff of the Education Department does not discharge its duties honestly and the problems of the teachers remain unsolved for a long time. 2) The system of examinations is defective. As a result, intelligent students are deprived of the fruits of their labor, while the idle and dishonest come out in the examinations with flying colors. 3) The majority of the heads of educational institutions either lack administrative ability or take no interest in their profession. 4) In their lust for money, they make private tuition their main trade. 5) There is no coordination between teachers and parents. 6) Too frequent changes in syllabus also play havoc with education.

At this stage only revolutionary changes in the system of examinations can yield any useful results. The semester system should be introduced at all levels. This will stop the cure of guide books.

COMPARATIVE EDUCATION

7. KHAN, Khalid Yar. Taqabuli Ta'aleem Ki Gharz-o-Ghayet (Need of Comparative Education) --- In: Taqabuli Ta'aleem, 9-17. Karachi, Government College of Education. 1976 (U).

Comparative education has now become an independent subject, and as such its contents have to be determined by educationists. The idea of comparative education was mooted in France, where an educationist declared that the study of the educational systems of other countries would be useful for improving the national system of education. Kendal paid special attention to the subject of comparative education and wrote many books and articles on the aims, objectives, and methodology of the study of education systems of different countries. His ideas are briefly described.

It is often asked if it is possible to compare educational values.

The answer is in the positive, and the writer discusses the salient points of the subject.

CURRICULUM

8. GHUGHTAI, N. New Education Scheme --- Pakistan Times (Lahore) April 16, 1976.

According to the new education scheme, Biology has become a compulsory subject for all science students, no matter whether one wants to become a doctor, an engineer, or a technician. Since Geometrical and Technical Drawing is essential for admission to an engineering university or a technical institute, it would be wise on the part of the authorities to review this scheme of things and divide the science group into two parts medical and non-medical and allocate to each Biology or Drawing as compulsory subject. Thus, the students desirous of becoming doctors will study only Biology, while those who want to make a career in engineering will go in for Drawing. In this way they will be able to acquaint themselves with the elementary principles of their respective fields.

9. JAMEEL, Khawja Moinuddin. Pakistan Mein Nisab-e-Ta'aleem (Syllabus in Pakistan) --- Nawai Waqt (Lahore) April 10, 1976 (U).

It is unfortunate that despite repeated declarations and promises, the syllabus prepared by our educationists does not conform to the Islamic ideology. Our students know very little about the religion they are supposed to follow. The present syllabus lays stress only on science and technology. There is no denying that this is the age of science and technology, but this does not mean the younger generation should be kept ignorant of the Islamic teachings.

Our students are generally taught the principles enunciated by the Western philosophers, while those propounded by the Muslim thinkers go by default. Our framers of syllabus should include Islamic subjects in the syllabus from secondary to higher classes.

Finally, we have to decide the question of the medium of instruction once for all. So far, we have been paying much lip service to Urdu as our national language but taking care not to accepting it as the medium of instruction.

10. USMANI, Shafqat. Moujooda Ta'aleemi Nisab Aur Nai Nasl (Present Curriculum and New Generation) --- Nawai Waqt (Lahore) February 17, 1976 (U).

There is no denying the fact that the present system of education has become outdated and purposeless. It is devoid of Islamic spirit. Drastic measures should be taken as early as possible to bring about basic changes in our system of education and to make it really purposeful and meaningful. It is suggested that: 1) Compulsory status should be given to Islamiyat. 2) The syllabus should be correlated with the ideology of Pakistan. 3) Arabic should be made compulsory at the higher level. 4) The present syllabus of English should be suitably changed. 5) Urdu textbooks, both in school and college, should be revised. 6) Full and clear information should be provided to the students about the contributions made by the great personalities of Islam.

DEVELOPMENT OF EDUCATION

11. RAHMAN, S. Qabaeli Elaqon Mein Nae Ta'aleemi Ufuq (New Education Horizon in Tribal Areas) --- Musawat (Lahore) January 8, 1976 (U).

In the recent past, the government has made concerted efforts to raise the percentage of literacy in the Tribal Areas of Pakistan. It is hoped that with the improvement in the social and economic fields, the percentage of literacy will begin rising sharply.

At the moment, there are two degree and six Intermediate Colleges. Thousands of students are now being educated in about 1300 schools of different categories. Among these, there are 86 High Schools, 86 Middle Schools, and about 825 Primary Schools. Before independence, the tribal areas had only 71 schools and 2 Intermediate Colleges. During the financial year 1974-75, 500 new schools were opened in the tribal areas. It is proposed to open new eleven Intermediate colleges for boys and five for girls during the Five Year Development Plan for 1975-80. At present, more than 1000 primary schools are functioning in the tribal areas, while the number of Middle Schools has risen to 86.

EDUCATION GOALS

12. HUSAIN, Mahmud. Education: Tool of National Integration --- In: Education and Culture, 107-112. Karachi, National Book Foundation. 1976.

The importance of integration of our national and social life is

only too obvious. Doubtlessly, there is a good deal that is common among all the people of Pakistan, as otherwise they could not have carved out and maintained a state. There are, of course, certain factors that tend to divide them. This is not unusual. Indeed, almost all nations are composed that way. Here comes in education, which brings about the desired integration. The question is what kind of nationalism education should promote and how.

The subject is briefly discussed under the headings: 1) a common pattern; 2) social segregation; 3) dignity of labor; and 4) revision of syllabi. In order to bring about greater integration it is recommended that a plan should be evolved for the 'Cultural Federation' of Pakistan in order to insure cultural unity, though not uniformity.

EDUCATION PLANNING

13. ARIFI, Arif Mahmood. Ta'aleemi Me'aar (Education Standard) --- Nawai Waqt (Lahore) February 3, 1976 (U).

Although the number of colleges and universities is increasing fast, no thought is being given to the fact as to what future holds for the students after they complete their education. To make the situation worse, very little attention is being paid to technical, scientific, engineering, medical, and vocational studies.

The mere opening of new colleges and universities in large numbers will do no good to the country. We should pause to study in all its aspects and then draw up workable plans to make our education purposive and we should begin try solving manifold problems faced by the students. The semester system is one such problem. This system can succeed only when the college and university libraries are well stocked with books.

EDUCATION REFORMS

14. GULFAM. Nizam-e-Ta'aleem (Education System) --- Nawai Waqt (Lahore) June 21, 1976 (U).

Immediately after coming to power the present government announced far-reaching reforms in the system of education. It nationalized all the private schools, made education free up to matric and promised to provide textbooks free of cost to the students of

primary schools. But so far the results are very discouraging. The standard of education has gone down, discipline in schools has become lax, and vacancies of teachers in vocational institutions remain unfilled. Most of the teachers are unqualified in the subject. No system of education can be useful and effective if the students, the teachers and the society are not prepared to work with sincerity. These three negative factors have stood in the way of the educational revolution that was so hopefully awaited in our country.

15. IHSANULLAH, Mohammad. Nai Ta'aleemi Skeem Kay Nefaz Ka Intezam (Arrangement for Introduction of New Educational Scheme) --- Imroz (Lahore) January 11, 1976 (U).

It is heartening to see that the Federal Ministry of Education has given final shape to syllabi and courses in the light of the proposed scheme of secondary education and sent its recommendations to the Textbook Boards of the four provinces for implementation. The Ministry has directed the Provincial Directorate of Education to set up workshops laboratories and to prescribe training course for the teachers before the introduction of the scheme.

Under the new Education Scheme, every student at the secondary-school level will have to take up the vocational subject consisting of two parts: Audio and Practical Training in First Aid and Nursing will be compulsory. In order to make the scheme a success, both the Textbook Boards and the Provincial Directorates of Education will have to discharge their duties and responsibilities with honesty and application.

ELEMENTARY AND SECONDARY EDUCATION

16. AHMAD, Salahuddin. Primary Ta'aleem Ki Tausee (Development of Primary Education) --- Imroz (Lahore) February 11, 1976 (U).

The Federal Government has drawn up a comprehensive program for the promotion of primary education, which will cost two billion and one hundred million rupees during the period 1975-80. At the completion of the program, 75 per cent of children between the ages of five and fourteen will be annually getting admission to schools, and by 1980 one hundred per cent boys and 80 per cent girls will be receiving primary education in the country.

The responsibility for making primary education useful and effective lies wholly on the teachers and the compilers of syllabi. If genuine efforts are made to compile syllabi on a

scientific basis for primary classes, and the textbooks are made more interesting for the children, audio-visual methods would play an important part in the process of teaching and learning at the primary levels of the children. Thus, a foundation could be laid for purposeful education in the country.

17. ALI, Ahmad. Sanvi Ta'aleem. (Secondary Education) --- Musawat (Lahore) January 10, 1976 (U).

Even after two decades of independence we have the same system of education that was introduced by the alien government. Every government that came to power after independence in Pakistan expressed its solemn desire to change the system. But it was never done.

The present government has made serious efforts to introduce a number of reforms in the educational system. It has decided to introduce new system in secondary education all over the country from the next academic year. Under this system, every student will have to take up manual training. This subject will carry 250 marks. Military Science will also be introduced as a subject in the secondary stages. The syllabus of other subjects will also be revised. The standard of education will be improved with the help of modern techniques of teaching. In order to achieve this end, the relationship between the teacher and the student will be strengthened.

18. ALI, Mohammed. Primary Ta'aleem-Masa'il Aur Mushkilaat (Primary Education - Difficulties and Problems) --- Nawai Waqt (Lahore) February 10, 1976 (U).

Since the basic weakness of a student affects his secondary education, it is necessary to study some of the problems posed by the primary education. A rural primary school generally has only one or two teachers, and the number of subjects to be taught is usually five. The subject of social studies is divided into three parts, and if each part is treated as a separate subject, the number of subjects rises to seven.

To make matters worse, mathematics taught in primary schools has been made unnecessary difficult, and the examples that are given are beyond the understanding of the students. Lastly, primary school teachers in rural areas have grown a sort of inferiority complex. It is, therefore, necessary for the government to give immediate and serious thought to the whole problem of primary education, especially in the rural areas.

19. ASLAM, Mohammad. Bachchay Aur Ta'aleemi Sahulaten (Children and Educational Facilities) --- Musawat (Lahore) February 11, 1976 (U).

There are about 20 million boys and girls of ages between 9 and 15 years in the country. This is the school-going age. The question is, whether the government is in a position to provide education to all these boys and girls with its limited resources. The answer is in negative. Only sixty-five hundred thousand children are fortunate enough to get any schooling worth the name. A small fraction of the left-over goes to sub-standard village schools. Thus, ten million and thirty-five hundred thousand have to go without any education at all.

This number is multiplying every year. The government has repeatedly announced that the percentage of illiterary would be decreased by stages, but so far nothing has been done in this behalf. The scheme of adult literacy also has failed to bear fruit.

20. MOHSINI, I.R. Primary Schools --- Morning News (Karachi) June 1, 1976.

The writer has had a bitter experience of visiting a number of schools in Karachi while seeking admission for his children to different classes of primary standard. He has found that the children are seated on the floor to do their school work and the teachers take no interest in teaching. The children have a general complaint of being punished for the reasons best known to the teachers.

It has also been noticed that the teachers demand money from children from time to time on such pretexts as supply of Report Cards, purchase of mats, repairs to old furniture, etc., without issuing any receipt for the money so collected. Such practices have shaken the confidence of the parents in the teachers and the institutions. It is regretted that nothing has been done to stop these practices even after the nationalization of schools by the responsible authorities.

21. SIDDIQUI, Anwer Ahmad. Educational Needs --- Pakistan Times (Lahore) May 19, 1976.

A number of recommendations have emerged from the high-level educational conference held in Karachi under the chairmanship of the Federal Education Minister. They relate to measures for the strengthening of primary education and the implementing of the new agro-technical scheme of studies at the middle and secondary stages. The most significant recommendation is about the introduction of double-shift system in all existing schools. Generally

speaking, it is the shortage of schools, more than anything else, that stands in the way of making education universal. The agro-technical scheme envisages a big undertaking whose objective is the complete replacement of the old curriculum by a new one more suited to our needs. It needs the establishment of a vast infrastructure by way of physical facilities, such as laboratories, workshops and equipment. Measures for the fulfilment of these interlinked needs have no doubt been initiated, but considering the urgency of the situation the work requires to be greatly speeded up.

EXAMINATIONS

22. AHMAD, Salahuddin. Semester Grading --- Morning News (Karachi) April 17, 1976.

The semester system introduced in the Karachi University has not proved successful. It has only added to the difficulties of the students. There are certain percentages fixed in the country for 1st, 2nd and 3rd divisions; but the Karachi University is giving 2nd division on 55% instead of 60% marks obtained in the examination. The college graduates and degree students will, however, continue to get the 1st and 2nd divisions on 60% and 45% respectively. Both categories of students will receive degrees from the same University but, paradoxically enough, the criteria for divisions are different for the two categories of graduate students, i.e. University and College.

23. AHSAN, Syed Akhtar. Hamaray Imtehanaat (Our Examinations) --- Nawai Waqt (Lahore) June 28, 1976 (U).

The prevalent system of examination in the country has become outdated. Students are allowed to copy freely from the books in the examination halls. They are often positively encouraged to do so by the invigilators. Cheating in examinations has become the order of the day. This only shows that the present system of examination needs thorough and urgent change.

Persons of unquestionable integrity should be appointed as superintendents and assistant superintendents of examinations, and the chairman, the vice chancellor, and the controller should pay frequent visits to inspect the conduct of examinations. Personal recommendations in the matter of selection of these officials should be totally rejected. It has also been observed that the department of education does not cooperate with the university and the Board in this matter. This practice should be given up.

24. BAJWA, Mushtaq Ahmad. Semester System --- Pakistan Times (Lahore) April 28, 1976.

The superiority of the semester system ever the old system of instruction and examination has been established beyond doubt. The advantages of the new system are: 1) It makes the students regular in their studies, hard working, and disciplined. 2) It inculcates in them creativeness and self-confidence. 3) It discourages waste of time in extra-curricular activities and ensures a peaceful atmosphere in educational institutions. 4) It ensures coverage of the entire syllabus. 5) It avoids conventional examination delays so frequent in the old system. 6) It is an excellent method of evaluating a student's capabilities.

As to the facilities necessary for the introduction for the system, the best thing would be to go ahead with the scheme and tackle any difficulties as they arise. The shortage of teachers, books, libraries, and laboratories is of course there, but the Government is doing its utmost to remove these difficulties.

25. HUSAIN, Anwar. Education: Semester System --- Pakistan Times (Lahore) April, 1976.

The following questions have to be answered before we decide to replace the old system of education with the new semester system:

1) Has the superiority of the semester system over the old system of instruction and examination been finally established? 2) Do we have the know-how to introduce the semester system in the form and shape in which it is functioning in the United States? 3) Do we have the semester-oriented textbooks available in the market? 4) What about the teacher-student ratio, the cramped and crowded classrooms, and the shortage or complete lack of laboratory and library facilities? 5) How does it fit in with a system of education where public examinations still remain the sole and final determining factor of the academic achievement of a student?

26. KAUSAR, A.G. Public Examinations in Universities of Pakistan and Problems and Prospects of Introducing Semester System --- The Varsities (Karachi) Vol. 1(1): 19-23. January-February, 1976.

The present system of public examinations has been operating more or less successfully for about a century in our universities and colleges. Unfortunately, the conduct of public examination has recently deteriorated. Because of rising incidence of malpractices in recent years, it no longer enjoys much public confidence. It is, therefore, essential to provide urgently a system of

fool
examinations, virtually proof against all malpractices.

In order to eradicate the present abuses in the system of public examinations, the semester system was introduced in certain universities. It has been in operation for the last few years. The working of the system is explained. It is pointed out that keeping in view our socio-economic conditions, it would be reasonable to introduce the semester system according to a phased program by way of an experimental measure. The present public examination system should be continued till the time the new system comes into full operation.

27. KIDWAI. Anwer. Imtehanat Mein Naql Karneka Zimmedar Kaun? (Who is Responsible for Cheating in Examinations?) --- Nawai Waqt (Lahore) April 4, 1976 (U).

It is said to see that in our educational institutions the relationship between the students and the teachers is any thing but satisfactory. The teachers are not sincere in their duties and do not bother to kindle in their students the love for knowledge. Parents, too, have completely forgotten their responsibilities once their sons gain admission to the school. Perhaps they trust that their wards would get through the examinations by hook or by crook and would get an employment in any Government office. This mode of thinking must change. Slackness on the part of parents also encourages the children to use unfair means in examinations. It should be realized that both teachers and parents are equally responsible for the present deterioration in the standard of education.

28. MALIK, Mohammed Husain. Imtehanaat Mein Badunwanion Kay Asbab (Causes of Malpractices in Examinations) --- Nawai Waqt (Lahore) May 22, 1976 (U).

For the past few years, examinations have become a farce in the country. The sale of fake degrees, the use of unfair means in examinations, and the leakage of examination papers are some of the reasons that have made a farce of education. The answers to the question why the authorities have failed to arrest the increasing rate of failures are: 1) Appointments to university jobs are made on political considerations and not on the basis of experience and qualifications. 2) The employees of the Universities always take care to align themselves to the political party in power. 3) The teachers constitute a house divided against itself. 4) The parents encourage their wards to get through examinations by any means, fair or foul. 5) The students have made a pastime of politics to the utter neglect of their studies.

6) The examiners of papers are appointed on personal recommendations. It is the cumulative effects of these factors that has encouraged indiscipline among the students and corrupted their conduct in examination halls.

29. NAQVI, Nasim Ahmed. Difficulties in Adopting the Semester System --- The Varisties (Karachi) Vol. 1(2): 27-29. March-April, 1976.

The main features of the semester system are briefly stated. It is pointed out that there are some genuine difficulties that arise from the existing structure and resources of our educational set-up upon which we want to build the new system. Drastic changes are required in this respect, and this cannot be easily done. A modified form of the new system will have to be chosen with a view to preparing ourselves slowly for the bigger change-over. The modifications should not be the end but only the means to achieve the end.

The difficulties are analyzed one by one. It is concluded that we should first endeavour to so modify the system that it imbibes the spirit of the semester system. The needful changes and modification may then be left to come as and when the system begins to work its way toward its ultimate success.

30. NISAR, Najami. Naql - Zimmedar Kaun? (Cheating - Who is Responsible?) --- Nawai Waqt (Lahore) April 20, 1976 (U).

The very system of our education positively encourages the students to adopt unfair means in the examinations. If our teachers go to the classes with full preparation and try to teach the students sincerely, the result would be otherwise, The growing evil of cheating can be stopped if the teachers, who are also the invigilators in the examination centers, perform their duties honestly and stop the students rigorously from the use of unfair means.

Majority of students do not care to read the books sincerely because they know for certain that they will get through by greasing the

palm of the invigilators. So, the teachers have to be honest to their profession and strict in the performance of their duties before any educational reform can be expected to succeed.

31. SAYEED, Mohammad Iftikhar. Imtehanaat Mein Budunvanian (Malpractices in Examinations) --- Musawat (Lahore) February 13, 1976 (U).

Malpractices in examinations are nothing new. Of course, now-a-

days this problem has assumed formidable proportions and positively affecting the standard of education in the country. It, therefore, needs immediate attention of the authorities. Not only the students indulge in this evil, but also some of the teachers and invegilators connive at this mischief.

It has also been observed that some candidates bring their assistants to the examination halls with notes and solved answer. This tactic has become very common in the examination halls. All these malpractices have made examination simply worthless, and some of the Asian countries refuse to recognize our degrees. It is time that the authorities took drastic action against the students who indulge in malpractices in examinations.

32. SHAH, Pir Amanatullah. Unfair Means --- Pakistan Times (Lahore) April 21, 1976.

A novel instance of the adoption of unfair means has come to light. An invigilator, who bore a grudge against an examinee, calandestinely scored out the correct answers in his answer book after collecting it. Such malpractices go undetected much to the detriment of the examinees. In order to safeguard the interests of the examinees, the Controller of Examinations of the Universities and Education Boards should issue instructions to the examiners to evaluate the answers thus crossed out provided they do not exceed the number of questions required to be answered. The guilty invigilators should be brought to book after proper inquiry.

33. SOOFI, M. Siddiq. Imtehani Markaz Mein Naql Ki La'nat (Curse of Cheating in Examination Centers) --- Nawai Waqt (Lahore) April 22, 1976 (U).

The defective system of examinations is the main cause of cheating. Most of the invigilation staff appointed by the Secondary Education Board in the Examination centers is dishonest and allows the use of unfair means in the examination halls. Moreover, it is no secret that fake degrees are distributed by the staff of the Board.

While preparing syllabus, three factors should be kept in view: the need of individuals, the requirements of the society, and the aims and objects of the State. The present syllabus has nothing to do with our day-to-day life. It does not develop and sharpen the intelligence of a student. It rather helps those who have a sharp memory. It does not give due importance to technical and scientific subjects. All this should be taken note of while preparing a syllabus for the students.

HISTORY OF EDUCATION

34. Burr-e-Sagheer Pak-o-Hind Kay Ilmi, Adabi Aur Ta'aleemi Idarey (Educational Learned and Literary Institutions of Indo-Pak Sub-Continent) --- Ilmo Agahi (Karachi) 1974-75; 10-448p. 1975 (U).

This is a special issue of the annual magazine Ilmo Agahi brought out by the Government National College, Karachi. In this special issue effort has been made to present a brief history as well as the contribution of the different educational, literary, religious, and learned institutions. The institutions have been arranged under the categories: 1) educational institutions; 2) Historical and archaeological institutions; 3) reformative, educational, and missionery institutions; 4) learned and literary institutions; 5) learned and technical institutions; 6) religious learned institutions; 7) regional literary and linguistic institutions; 8) cultural institutions; and 9) learned institutions on personalities.

LANGUAGES, TEACHING OF

35. ABEDI, Razi. Nisab-e-Ta'aleem Mein Engraizi Ka Moujuda Maqam (Present Status of English in Curriculum) --- Nawai Waqt (Lahore) January 31, 1976 (U).

There is no denying the fact that the present system of teaching English in Pakistan is not conducive to the mental development of a student; it has positively harmful effects on his future activities including economic, social and psychological.

The pass percentage in B.A. examination is 22, which means that 78 per cent of the students fail in B.A. because they fail to score pass marks in English. It is unfortunate that we still continue to prefer English as against our own national language. Urdu is compulsory only upto the high school level, but English dogs the heels of the student up to B.A. Thus failure in English at any stage means the wastage of time for both the students and the nation.

36. HAMDANI, M.H. English: The Biggest Killer --- Pakistan Times (Lahore) April 18, 1976.

English as a subject is the biggest killer of students time, labor, and resources. The teaching of English in our country has suffered partly because of the chronic shortage of qualified teachers and lecturers. Very few students get a second class in

M.A., which is the required qualification for a college teacher.

Moreover, fresh M.A's. temporarily take to this profession and leave it for more lucrative positions at the first opportunity. This chronic instability in the staff tells upon the standard of English teaching in schools and colleges.

The following observations are worth consideration: 1) Students of English medium and public schools enjoy a clear advantage over those of the Urdu medium schools because of their better command over English. 2) No compatibility exists between the syllabi, textbooks, and teaching of English between school and college levels. 3) The new comprehensive scheme of studies, like the agro-technical courses to be introduced shortly, envisages a reduction in the hours of English from 8 to 5 periods a week. 4) The Textbook Boards have introduced a unique method of preparing textbooks for English medium schools. These books are originally written in Urdu and then translated into English.

37. SHAHID, Farooq. Angrezi Zariae Ta'aleem (English Medium of Instruction) --- Nawai Waqt (Lahore) June 22, 1976 (U).

English medium schools were first established by foreign missionaries. With the passage of time, the number of such schools grew, and became a lucrative source of income.

It is evident from the present state of affairs that the standard of English is fast deteriorating both in schools and colleges. The majority of students in matric, F.A., and B.A. fail in English, the percentage of failures being as high as 75. Neither our educationists nor our teachers have given thought to this rot in our education.

What is needed now is the replacement of English by Urdu. It is an admitted fact that children pick up the subjects more easily in their mother tongue than they can in a foreign language. If our children are taught through the medium of their mother tongue, the percentage of failures would drop considerably.

LIBRARIES

38. RASHID, Mohammad. Librarians' Pay --- Morning News (Karachi) May 11, 1976.

The present government has taken steps to improve the condition and raise the status of our teachers, who are the builders of the

nation. But, unfortunately, the librarians seem to have been totally ignored. The makers of the Education Policy (1972-80) had recommended that "Librarians will be placed in similar scales as the teachers and/or lecturers of the institution to which they are appointed". But nothing has since been done for the benefit of the qualified, trained librarians. This inequity has to be removed as early as possible. The injustice meted out to the librarians has done harm not only to them but also to their profession. If this injustice is allowed to continue any longer, the profession would suffer badly. No attraction would be left for anyone to take up this profession.

LITERACY

39. JUNAID, Shahwar. Education and Mass Media --- Pakistan Times (Lahore) May 9, 1976.

Although radio and television are operating educational projects in Pakistan, many important and basic questions about the use of communication media for educational purposes are yet to be solved. The first of these is the question of input versus net results.

The use of the electronic media of communication, especially for basic literacy work, is not justified while we have an army of educated unemployed in the country. The initial investment of money and talent in organizations with similar objectives in this field, such as the People's Open University, the Education Division of the Pakistan Television Corporation, and the Agricultural Education and Literacy Division of the Pakistan Broadcasting Corporation, is often made without sufficient feasibility research.

A pilot project in adult literacy in Pakistan requires the setting up of Community Viewing Centers in which television sets are placed. The project also requires the presence of trained monitors at the centers during and after the telecast of the literacy lessons. Primary and Secondary School teachers also require training. Only limited training facilities are available to them at present.

40. TUFAIL, M. Mulk Mein Nakhwandgi (Illiteracy in Country) --- Musawat (Lahore) March 13, 1976 (U).

Majority in Pakistan lives in villages. The tragedy of the situation is that education at all levels is concentrated in big cities. The children belonging to the upper classes are fortunate

enough to benefit from education. But an overwhelming majority of children belonging to poor families or living in villages have no access to education.

Although schemes are being drawn up for providing educational facilities to the children living in rural areas, the project seems to lack seriousness. Very few primary schools exist in the remote parts of the country. The schemes of adult literacy are not working properly, and the centers of adult literacy are forlorn and forsaken.

The authorities at every level of administration should take up this project with all seriousness and open worth-while adult literacy centers in villages. Care should be taken to appoint only such teachers in these institutions as are ready to dedicate their lives to this pious profession.

MEDICAL EDUCATION

41. HASNAIN, S.M. Medical Colleges' Admission Policy --- Morning News (Karachi) May 29, 1976.

This year no seats have been reserved for B.Sc. students, and they have been totally ignored for the purpose of admission to medical colleges on the basis of merit. A good number of seats for such students are, of course, reserved in the engineering colleges. A first-class science graduate is admittedly better than a first-class Inter science. In all the universities of the world higher qualifications count much for the degree course in Medicine.

42. NOMANI, Mohammed Yunus. Medikal Kalijon Mein Dakhlay (Admissions in Medical Colleges) --- Jang (Karachi) January 1, 1976 (U).

Every body is aware of the fact that the scheme of the National Cadet Corp is in practice in only 19 out of 55 colleges of Karachi. Hence the awarding of 20 grace marks each to the N.C.C. students for the purpose of admission to medical colleges is sheer injustice to the students belonging to the remaining 36 colleges. The education authorities should, therefore, held the decision in abeyance till arrangements of training under N.C.C. are made in all colleges of Karachi.

It is, however, suggested that 1) admissions to medical colleges should be given strictly on the basis of merit; 2) the division of candidates into urban and rural should be immediately removed, and admissions should be given only on the basis of division; 3) the decision to award grace marks to the N.C.C. students

should be postponed for the time being; and 4) the minorities should be given admission in proportion to the seats reserves for them in the representative bodies in the country.

43. SHAIKH, Z.A. Medical Colleges' Admission --- Morning News (Karachi) May 4, 1976.

After the declaration of the result of the Pre-Medical Examination in 1975, it was naturally assumed that priority would be given in the matter of admission to medical colleges to the first divisioners. No doubt, aptitude-wise it seems to be justified. This belief was further strengthened by the statement of the Prime Minister and later on by that of the concerned provincial Minister. The cases of most of the first divisioners seeking admission were decided in the first week of April and the classes have commenced.

The fate of the few left out, particularly those who have not applied for the admission to the B.Sc., is precarious, because the policy relating to admissions to medical colleges is still vague. The authorities should announce a clear-cut policy and thus save the students from unnecessary trouble.

PHILOSOPHY OF EDUCATION

44. KHAN, Khalid Yar. Ishtirakiyat Aur Ta'aleem (Communism and Education) --- In: Taqabuli Ta'aleem, 70-81, Karachi, Government College of Education. 1976 (U).

Class distinction have been in existence since time immemorial, and the world has ever remained divided into the rich and the poor. To do away with this undesirable state of affairs prophets came and preached equality. Islam made supreme efforts to abolish the evil of poverty and made it a religious obligation for the well-to-do Muslims to give away a portion of their accumulated wealth to the poor and the needy. For the last one hundred years efforts are being made throughout to devise a system of government free of this artificial division. Marx and Engels propunded a philosophy, which was first put into practice in Russia and later in other countries with some changes to suit to their needs.

The introduction of the communist system of society affected the course of education also. Education became closer to material interests and religion was discarded. The concept of freedom disappeared in the process, and regimentation crept in. The

writer briefly discusses how communistic ideas affected the theory and practice of education in different countries.

45. KHAN, Khalid Yar. Mazhab Aur Ta'aleem (Education and Religion) --- In: Taqabuli Ta'aleem, 56-60. Karachi, Government College of Education. 1976 (U).

Religion and education cannot be separated from each other. In fact the old name of education is religion. The aims of both education and religion are one and the same, that is, to make man a better man by means of suitable training. The relationship between education and religion is briefly discussed in the historical perspective, and it is pointed out that education has remained under the domination of religion throughout the human history. The tussle between secular education and religious education still continues.

In the Indo-Pak subcontinent, when the British rulers introduced secular education, the Muslim community kept away from English education. However, when Sir Syed advocated English education along with our religious and oriental teachings, the Muslim community changed its attitude toward modern education.

46. KHAN, Khalid Yar. Qaumiyat Aur Ta'aleem (Nationalism and Education) --- In: Taqabuli Ta'aleem, 82-89. Karachi, Government College of Education. 1976 (U).

Nationalism, as we know it today, is the by product of the European renaissance. The renaissance loosened the hold of the Church and broke the chains of the Roman Empire. The European kingdoms began to aspire for independent and soverign status. This resulted in the promotion of national languages and cultures and the birth of distinct nations like English, French, German, and Italian.

The concept of nationalism is explained with a discussion of the factors and motivations that help in forging nationhood. It is a fact that national aspiration grew and developed in the countries that were dismembered or partitioned as a result of war and subjugation, and education played a vital role in fanning the nationalist movements. The examples of Germany and Italy are quoted, where Fichte and Mazzini initiated and advocated new type of education for promoting nationalist sentiments. Special mention is made of Muslim nationalism in the subcontinent where Pakistan came into being largely as a result of educational movement.

47. KHAN, Khalid Yar. Riyasat Aur Ta'aleem (State and Education) --- In: Taqabuli Ta'aleem, 90-103. Karachi, Government College of Education, 1976 (U).

The relationship between the state and education is a complex and controvertial question. The complexity arises because of the presence of different governmental systems in different states. Even in democratic setups one type of democracy differs from another type. Western democracies prefer education out of government control, whereas the communist countries, which also claim to be democratic, choose education under government control.

Thus, the basic question boils down to the quantum of freedom and government control in education. The issue is discussed from different angles. Total state control on education has its good as well as bad points. The writer discusses in some detail the political importance of education and compares its results in a socialistic setup with those in a democratic set up. The type of education required for a democratic set up is discussed. Some mention is also made of the relationship between the state and education in Pakistan.

48. KHAN, Khalid Yar. Ta'aleem Aur Tehrik-e-Insaniyat (Education and Humanism Movement) --- In: Taqabuli Ta'aleem, 61-69. Karachi, Government College of Education. 1976 (U).

The so-called movement of humanism in the field of education is a product of the Middle Ages. To understand this movement it is necessary to analyze the past educational ideas. The writer has briefly discussed the trends of this movement and pointed out that it was in fact a revolt against the rigid religious education of the Middle Ages, its basic aim being the extension of education to temporal learning. The movement finally led to the re-establishment in the learning of the Latin and Greek languages, both in the field of classical literature and for scientific subjects.

There is a discussion of this movement's contribution to educational system with reference to Pestalozi and Froebel, who translated these ideas into practice and entirely changed the concept and practice of childhood education.

49. KHAN, Khalid Yar. Tabaee Aur Iqtisadi Awamil (Physical and Economic Factors) --- In: Taqabuli Ta'aleem, 49-55. Karachi, Government College of Education. 1976 (U).

Geographical features and economic conditions of a particular region determine the type of education best suited to the inhabitants of that region. In olden days when man was divided into tribes and was

helpless against his surroundings, the child was taught how to protect himself against the elements and secure food for living. People living near the coastal areas were taught in early life the skills of ferrying and fishing. The settled life in plains demanded a different type of education.

It is briefly discussed with the help of examples how climate affects educational setup and economic needs and conditions determine the priorities in the field of education. There is also a reference at the end to investment in the field of education in the advanced countries and in Pakistan.

PROFESSIONAL EDUCATION

50. KALIM, Mohammad Abdullah. Sanati Ta'aleem (Industrial Education) --- Nawai Waqt (Lahore) May 13, 1976 (U).

In modern times the emphasis is on technical and scientific education It is heartening to see that our government is alive of the importance of this situation. Certain points, however, need clarification.

There is a marked distinction between General Education and Technical Education. At present, majority of students prefer to go in for general education rather than specialized, that is, technical or industrial, education. There are three kinds of specialized education: 1) Technical Education, 2) Commercial Education, and 3) Vocational Education. These institutions are known as schools although admission to these schools is open only to matriculates.

SCIENCE EDUCATION

51. AHMAD, Fida. Science Ki Ta'aleem (Science Education) --- Imroz (Lahore) February 20 1976 (U).

It is proposed that from 1980, expenditure on every student will be enhanced. But this will be meant only for science students. Science and technology have assumed great importance in the modern world. Developing countries have to make all possible efforts to popularize the subjects of science and technology among their students if they wish to come abreast with the developed nations. Being a developing country, Pakistan has to take immediate steps to spread science education on a wide scale. Scientific and technological subjects should also be introduced in the rural areas which have been neglected so far. The few schools and

colleges that exist there have no facility for science education.

52. MALIK, Mohammad Husain. Pakistan Mein Science Ki Ta'aleem (Science Education in Pakistan) --- Nawai Waqt (Lahore) January 18, 1976 (U).

It is high time the teaching of science is reorganized on proper lines. The most unfortunate aspect of the situation is that the textbooks on science that are taught in schools and colleges are full of mistakes, and the half trained teachers who teach the students do not suit to the job. They do not have the vaguest idea of teaching a subject to the students. The teaching of science should, therefore, be reorganized right from the elementary classes. This requires highly trained teachers.

There is only one Science Education Center in the whole country. Even there no tangible results could be achieved because of the paucity of funds and staff. It is necessary that in-service teachers are trained. In majority of schools there is no teacher exclusivly meant for teaching science. Science education, therefore, needs drastic changes. Science Centers should be opened and equipped for research work.

SOCIOLOGY

53. HUSAIN, Mahmud. Population Studies in Pakistan Universities --- In: Education and Culture, 121-128. Karachi, National Book Foundation. 1976.

The practical usefulness of demographic knowledge is self-apparent. The probable shifts in the standard of living, the planning for housing, communication, educational, and recreational facilities, the types of cultures expected in given groups, etc., are all directly related to the number, characteristics, and distribution of population and the probable changes in each. In a developing country like Pakistan many aspects of our social and economic life can be understood with reference to the social sources and social outcomes that flank the demographic events for the country.

The importance of population studies cannot be overemphasized. The contribution of different universities in respect of population studies in Pakistan is briefly presented. It is pointed out at the end that there is already an awareness of the population problem in the intellectual community, and that no other social institution is capable of handling the situation better than the universities.

54. KHAN, Khalid Yar. Ta'aleem Per Nasli Asarat (Racial Influence on Education) --- In: Taqabili Ta'aleem, 18-33. Karachi, Government College of Education. 1976 (U).

Biologically, by race we mean a group of people having common physical features and special characteristics that are transmitted from one generation to the other. It is pointed out that there are misconceptions as to what constitute the 'true characteristics' of a race. The intermixing of races has been so extensive in man's history that now it is almost impossible to determine the 'true race' of an individual.

Racial discrimination has played a great part in political history, and consequently in educational policies of the various states. In the so-called colonial era education was meant to subserve the political interests of the colonial powers. Racial policies affected in various ways the education policies of many states, such as Germany and the United States of America. The writer has discussed with examples what role racial discrimination played in the field of education. Special reference is also made to the situation in Pakistan where colonial education has created a class of educated people who are strangers among their own people.

TEACHER EDUCATION

55. ABBASI, G.S. Teachers Training --- Pakistan Times (Lahore) April, 15, 1976.

The changing role of the teacher demands that the Government should provide him such training as would enable him to adjust himself to his changing environment and would create in him the right kind of professional competence. For this purpose a more efficient and pragmatic approach is required. To begin with, all existing ill-organized training programs should be overhauled and modified, and a systematic and meaningful procedure for the selection and training of teachers should be introduced.

Special attention should be given to the training of technical teachers. The staff of Teacher Training Wings, Departments, and Colleges of Technical Education should be fully qualified. The practice of fitting round pegs in square holes should be given up to arrest further deterioration in the standard of teacher education. Qualified and trained teachers should be employed to man the faculties of Technical Teacher Training Institutes.

56. ASLAM, Asghar. Teacher Training --- Pakistan Timew (Lahore) June 7, 1976.

The quality of education cannot be better than the quality of teachers. Teachers in technical subjects should possess competence both in technical content and pedagogy. Unfortunately the importance of the combination of these two aspects in a teacher has usually been ignored in our country, and emphasis has been laid only on technical disciplines.

Teachers with pedagogical background have better knowledge of learners' personalities and the teaching-learning process. A teacher-educator who is to repare a class-room teacher should be better qualified than the would-be teacher. Therefore, it is but logical to appoint teacher-educators from among those who have a good grounding not only in technical content but also in professional competence. Holders of master's degrees in Industrial Arts Education fulfil these qualifications and are the best qualified individuals with a balanced training in technical content and pedagogy. These graduates are well versed in the different branches of technology and can impart information and skills to learners in the best way.

57. KHAN, Hedayatullah. Asateza Kay Liye Tarbiyati Academy (Training Academy for Teachers) --- Nawai Waqt (Lahore) May 22, 1976 (U).

The Government of the Punjab is reported to have decided to open a training academy for teachers in the Central Training College, Lahore. The proposed academy will train the school and college teachers in the preparation of syllabi and the planning of education.

There are a number of Normal schools and Training Colleges for the training of teachers of primary and secondary schools. But at present there are no arrangements for the training of college and university teachers. Teaching is a very difficult art, and every graduate or M.A. does not necessarily make a good teacher without prior training.

The following suggestions are made in this connection: 1) Training in the proposed academy should be opened to all teachers, from primary to university levels. 2) The selection of teachers for this purpose should be made on the basis of merit. 3) The Academy should be given the status of an autonomous and independent institution. 4) The different branches of Academy should have their own separate teachers. 5) The medium of instruction in the Academy should be Urdu, which is our national language.

TEACHERS

58. AHMAD, Shamima Aftab. Teachers and Text Books --- Pakistan Times (Lahore) June 13, 1976.

During the last few years there has been a steep decline in educational standards. It seems that the teachers and textbooks are to blame for this decline. The new educational policy has raised the status and pay-scales of the teachers. Instead of fully devoting their time and energy to their noble profession, the teachers, with a few exceptions, have continued exploiting both the parents and the Government. They have been caught misappropriating examination fees, and helping students in their malpractices in the examination halls.

The reason for the high rate of drop-outs at the primary level is obviously the very poor quality of teachers. It is universally recognized, that children in elementary classes should be assigned activities that will keep them engaged, and sharpen their interest in the subjects. This never happens.

It was expected that the latest techniques would be employed for writing textbooks in Urdu, which is our national language. But the expectation has not come true.

The solution of the problem of education is not just more schools but more and better training centers for teachers. Improvement in standards can be brought about only when education is entrusted to competent and dedicated teachers.

59. AHMAD, S.M. Education Standards --- Pakistan Times (Lahore) June 29, 1976.

Teachers are the backbone of the educational system, and so they bear the main responsibility for the decline in the educational standards. The question, however, should be viewed in the perspective of the working conditions in our education departments. The following suggestions should be taken note of by the educational authorities: 1) Ad-hoc appointments of lecturers should be stopped, and recruitments and promotions of college/school teachers should be made strictly on merit. 2) During the summer vacation, the Education Department should embark upon a comprehensive program of training the college and school teachers in district headquarters. 3) The working condition for teachers and students should be improved. 4) There should be no restrictions on college and university teachers in the matter of contacting the administrative staff in connection with any difficulty.

60. NAZMI, Abdul Ghaffar. N.D.V.P. Lekturer Ka Mustaqbil (Future of N.D.V.P. Teachers) --- Jang (Karachi) March 11, 1976 (U).

At the moment the number of "National Development Volunteer

Program" teachers in different colleges of Sind, including Karachi, is about 350. They have been discharging their duties for the last three years almost exactly as the confirmed teachers have been doing. But unfortunately the N.D.V.P. teachers do not enjoy the status, pay, and benefits available to the confirmed teachers.

The N.D.V.P. teachers are generally sincere and honest in their profession and are making sincere efforts to raise the standard of education. In some colleges N.D.V.P. teachers are working as heads of departments. Lately, the Government have confirmed as permanent all ad hoc lecturers without calling them before the Public Service Commission. It was thought that the N.D.V.P. teachers would also be made permanent in the same way. But this has not been done so far. The delay in their confirmation will adversely affect their seniority and other rights.

61. OIZILBASH, Hamid. University Asateza Kay Liye Service Rules (Service Rules for University Teachers) --- Imroz (Lahore) January 24, 1976 (U).

Here are a few suggestions for the consideration of the Government about the University teachers: 1) Service Rules for the University teachers, which are under preparation, need immediate amendment. 2) The Teachers Federation should be given nomination in the University Grants Commission. 3) The Senate and the Syndicate should be given ample freedom to work independently. 4) The law for the transfer of teachers should be repealed. 5) The Rotation system in the universities should not be disturbed.

There is no denying the fact that the interests of the teachers were not taken into account while preparing the service rules. The present service rules have further accentuated their problems. Still more, the institutions of Senates and Syndicates in various universities have not been restored.

62. SAEED, Saima. Private Tuition Ki La'anat (Curse of Private Tuition)--Nawai Waqt (Lahore) February 10, 1976 (U).

It has to be admitted that despite the nationalization of schools and increase in the pay-scales and other benefits accruing to the teachers, the curse of private tuition is flowering as ever before in almost all educational institutions. The motive behind private tuition is just to earn easy money at the cost of education and educated. This lust for money in the teachers, more than anything else, has created a class of exploiters and brought about the deterioration in the standard of education.

It is unfortunate that nobody cares to take to task this class of exploiters. The majority of students who suffer at their hands belongs to the poor class. It is, therefore, high time this curse is removed from the educational institutions.

63. SIDDIQUI, Razi-ud-Din. The Role of Teachers in Universities --- The Varisities (Karachi) Vol. 1(2): 3-6. March-April, 1976.

The vocation of teachers is different from other professions, inasmuch as the teacher has to build up the moral fiber as well as the intellectual capacity of the younger generations. This can be done only when he is in a position to command the respect of his pupils and enjoys high prestige in the community by virtue of his learning, wisdom, and character. It is generally recognized that no system of education can develop properly if it cannot attract to itself teachers of the requisite caliber and competence. The quality of education depends ultimately on the quality and efforts of the teachers.

The qualities of a good teacher are briefly outlined, and it is lamented that today the relationship between the teachers and the taught is purely formal and nominal. The reasons for this state of affairs are briefly discussed. A few suggestions are offered to improve the situation.

TEACHING METHODS AND MEDIA

64. HIJAZI, Zaheer. Qaumi Zuban Aur Nisab-e-Ta'aleem (National Language and Curriculum) --- Nawai Waqt (Lahore) March 17, 1976 (U).

Urdu is the national language of Pakistan, but it is unfortunate that in spite of the acceptance of Urdu as the national language the new education policy has completely ignored it while planning the teaching of the language as is evident from a publication of the Federal Ministry of Education. It is simply illogical that on the one hand we consider English as chiefly responsible for the deterioration in the standard of our education, and on the other hand we have ignored our own national language.

There are no two opinions about the fact that teaching through the English medium has done incalculable harm to our student community. Most of the undeveloped countries are doing all they can to switch over to their respective national languages in the sphere of education. The sooner we realize the importance of Urdu, the better for the country and its future.

65. KHAN, Khalid Yar. Zuban Aur Ta'aleem (Language and Education) --- In: Taqabuli Ta'aleem, 34-48. Karachi, Government College of Education. 1976 (U).

Language is by far the most important medium of communication between one man and another. It is in fact language that has made man the crown of all creation. How and when man first invented language is lost in the mist of history. At present hundreds of languages are spoken in the world. Some of them are well developed and capable of communicating the abtrusest of ideas from one mind to another. Some well developed languages of the past are now dead, new ones are in the process of developing. Philologists divide languages into three main groups, Agglutinative, Flexional, and Isolatory. Brief explanation of each group is provided.

Language is equally important in the day-to-day life and in the field of education. It is universally accepted that education in the national language helps the students learn correctly and quickly. However, problems arise when more than one language is used in a country, or where the local language is not developed enough to serve as the medium of instruction. The writer has explained how these situations have been handled in different countries and with what results.

66. QADRI, Faqir Umar. Nisab-e-Ta'aleem Mein Engraizi Ka Ghalba (Dominance of English in Curriculum) --- Nawai Waqt (Lahore) June 30, 1976 (U).

There is no denying the fact that English is an international language. But it does not mean that it should be taught compulsorily in our institutions. Every nation has its own national language, which is used as the medium of instruction. China, Japan, and many other countries impart education to their youth in their own national languages and none the worse for it in scientific and technological advancement. So, it is illogical to say that subjects like science, technology and engineering can be only taught through English.

Urdu is our national language and is rich enough to be employed as the medium of instruction in Pakistan. Scientific and technical terms and literature can be translated into Urdu. English may, of course, continue as an optional subject.

67. SHAH, Pir Amanat Ullah. English Medium Schools --- Pakistan Times (Lahore) June 2, 1976.

In the so-called English-medium schools Urdu is employed for teaching all subjects, except Elementary Mathematics, in the

primary classes. Experienced teachers and psychologists are of opinion that there is no sense in teaching Mathematics in English to the tiny tots who do not know even the ABC of the foreign tongue. About 95 per cent of the students of these schools are hopelessly weak in Mathematics as they cannot assimilate the subject. The teachers also find it difficult to teach Mathematics in English, as they themselves have learnt it in Urdu. By 'teaching' this subject in English, the managements of the schools style their institutions as 'English-medium Schools' just to charge exhorbitant fees. The education authorities are requested to look into the matter.

TECHNICAL EDUCATION

68. AHMAD, Kazi Ainuddin. Some Imperatives of Engineering Curriculum Designs --- Pakistan Times (Lahore) May 23, 1976.

For the last so many years Engineering Curriculum Design has been the responsibility of highly qualified university teachers who have qualified from reputed universities, particularly in the United Kingdom and the United States of America. A design review system exists within the universities for the periodic evaluation of the curriculum, the period being one year. The review work starts with the Board of Studies of the respective teaching departments and is then channeled through the Board of Faculty, the academic council, and finally the Syndicate. While going through the mill, the curriculum is thoroughly discussed by all categories of teachers, and by the experts who are members of the various academic bodies of the University.

There has been no significant effort to conduct any survey of the social needs of business, industry, and government for collecting basic data for curriculum designing. For this purpose a number of suggestions have been put forward.

69. HUSAIN, Ishtiaq. Engineering College Mein Dakhlay (Admission in Engineering Colleges) --- Jang (Karachi) February 10, 1976 (U).

The problem of admission to Engineering Colleges, like Medical Colleges, has become a source of permanent anxiety for the students. One of the major demands of these students is that the number of seats in Engineering Colleges should be increased to accommodate the first divisioners of Karachi, because otherwise a large number of first divisioners would be deprived of admission this year, as had happened last year.

The students think that seats may be easily increased in all the three Engineering Colleges of Karachi. They recall the promised made to them that the seats would be increased as soon as N.E.D. Engineering College was shifted to its new campus.

The pressing need at the moment is to provide for the admission of the first divisioners to technical institutions. It is hoped that the government would solve the problem of the first divisioners who are seeking admission to the Medical and Engineering Colleges.

70. NASRULLAH, Nusrat. Technical Teachers and their Demands --- Morning News (Karachi) June 26, 1976.

Technical education in the province of Sind is suffering badly for want of adequate funds. There is an all-round shortage of teachers, laboratory and workshop equipment, chemicals, and other needed materials. Although measures are being taken for improving the state of affairs in the institutions of technical education the question of revising the pay-scales of technical teachers has been shelved. They have been denied the benefits of increments and other monetary gains that have accrued to the teachers of general education.

The polytechnic teachers have submitted a charter of six demands to the Federal Education Ministry in March 1976 and have threatened to stop teaching in case their demands are rejected.

71. RAZA, Ali. Technical Education --- Pakistan Times (Lahore) April 3, 1976.

There cannot be two opinions about the fact that teaching standards in all polytechnics have fallen sharply. This is because of the large-scale employment of diploma-holders and AMIE teachers in these institutions. The teachers there are mostly people with very poor academic background and cannot be expected to do justice to the profession. The AMIE course is only a professional course and does not prepare or entitle one to a teaching job. The only way to improve the standard of teaching in our polytechnics, is to recruit professional teachers. Only M.Sc's can make good teachers, and they should be appointed to the job.

TEXTBOOKS

72. MIAN, M. Yaqub. Book Prices --- Pakistan Times (Lahore) April 6, 1976.

English medium schools in Lahore are serving the cause of

education in the true sense of the word. But the procurement of text-books prescribed in these schools has become a problem. The particular bookseller who is patronized takes full advantage of the monopoly he holds. There are three categories of books: 1) The books published by the Textbook Board: these books have the prices printed on them. 2) The books of foreign at present printed in Pakistan: as no prices are printed on these books, the prices depend on the whim of the bookseller. 3) The books published by local publishers: as the prices, though fixed, are not printed on the books, they are sold for whatever the bookseller likes. 4) The books published locally: here again no price is printed, and overcharging is common.

Here are a few suggestions for improving the situation: a) no direction should be given to the students by way of printing the name of any bookseller on the list of books provided to them; b) with regard to prescribed books other than those published by the Textbook Board, the institution should make suitable assessment of the market price of each book. The list should show the name of the publisher as well as the prevailing market price of each book; and c) care should be taken not to prescribe books carrying abnormally high prices.

GENERAL

73. AHMAD, Zahur. Falling Standard of Education. Pakistan Times (Lahore) June 20, 1976.

Parents, examiners, and teachers, all complain that the standard of academic attainments is fast falling in the educational institutions of the country. Teachers, of course, are largely responsible for maintaining the standard of education. But they complain that the students take no interest in their studies and show no respect to their teachers. Teachers also blame parents for their indifference towards the pursuits of their children.

The Examiners are unanimously of the opinion that the candidates have poor comprehension of the subject matter. Parents counter-charge that the sense of devotion which had made teaching the noblest of all professions has simply vanished. The students feel that teachers are responsible for the deterioration in the academic and disciplinary standards. They assert that teachers seldom come prepared with their lessons. This only shows that no one is doing his duty.

Tremendous expansion has taken place at all levels, ranging from primary to university education. In the process of such a

rapid expansion certain shortcomings are bound to occur, and they should not be taken as a permanent ailment of the system.

74. HASHMAT, Shahid Ahmad. Ta'aleemi Inhetat (Deterioration in Education) --- Nawai Waqt (Lahore) May 4, 1976 (U).

The system of education in the country should have been changed soon after the establishment of Pakistan. It was not done, and as a result the standard of education began to deteriorate slowly and steadily. The following suggestions are made in this connection:

1) Education up to matriculation should be made free and compulsory for all Pakistanis. 2) The present system of education should be discarded, and a uniform comprehensive syllabus of education should be introduced throughout the country. 3) The medium of instruction in all educational institutions should be one. 4) Political tampering with the educational institutions should be given up.

75. HUSAIN, Safdar. Asateza Aur Talba Mein Bechaini (Unrest in Teachers and Students) --- Nawai Waqt (Lahore) June 15, 1976 (U).

Teachers and students have lost personal contacts with each other nowadays. This is so because the purpose of the system of education remains undefined. The students attend their classes by rote. The same applies to the teachers. They happen to be teachers because they have to earn their bread and feed their children. The first duty of the educationists, therefore, is to define the basic purpose of education. Parents sent their wards to schools and colleges out of a vague sense of social duty. They do not bother to see as to what their sons are doing in the schools and colleges. Teachers go to the classes not to teach but to gossip with the students. So, the responsibility for the failure of the educational system lies on both the parents and the teachers.

76. KHAN, Ataullah. Ta'aleemi Zawal (Educational Deterioration) --- Nawai Waqt (Lahore) January 24, 1976 (U).

Of late, the number of subjects of study has been raised from five to nine in all high schools, while the duration of teaching remains the same, that is, six hours daily. In addition to the compulsory subjects, namely Urdu, Social Studies, Islamiyat, Maths., General Science, and Qirat, a student of Arts has to take up two optional subjects. The question arises whether five hours a day are

enough for the study of all these subjects. The answer is obviously in the negative.

Again the number of schools has increased, but the inspection team that used to visit the educational institutions has ceased to exist. Most of the school buildings are in the shambles. Very few of these have their own playgrounds.

77. RHAMAN, Khalilur. Hamara Ta'aleemi Nizam (Our Educational System) --- Jang (Karachi) January 13, 1976 (U).

Most of the teachers in our country have no interest in their profession. They take up this profession just to earn money. When they fail to get job in other departments of the Government, they conveniently turn to lecturership. Naturally, they fail in their profession. Their thirst for money drives them to such extra curriculum activities as preparing 'guides' and guess papers.

These guides and guess papers prove an attractive short cut to success for the students who do not bother to study during the academic year. Thus, the examination halls turn into copying halls. The most unfortunate aspect of our educational administration is that medical degrees, too, are being sold to the students.

The immediate remedy is to ban the printing and publishing of guides and guess papers, to prohibit private tuition, and to tighten vigilance arrangements in the examination halls.

78. RIZVI, Nasir. Self Education Ki Ahmiyat (Importance of Self-Education) --- Imroz (Lahore) January 9, 1976 (U).

The term "Self-Education" applies only to those who have the capability to acquire education by any means and from any sources that are available to them. It does not apply to those who do not take help from others or do not go to any school or college. No teacher should force his student to follow in his own footsteps. A successful teacher is one who develops self-reliance and initiative in his students. Self-reliance is a pre-requisite for Self-Education. Our institutions give very little thought to Self-Education. Our teachers also should adopt this method and encourage the students who show any signs of Self-Education.

79. SHAHZAD. Rafiq. Talaba Fail Kyun Hotay Hain? (Why Students Fail?) --- Nawai Waqt (Lahore) June 15, 1976 (U).

Why majority of students fail in the examination and why the

students of today do not pay due attention to their studies as did the students of the recent past are questions that are agitating the minds of all thinking Pakistanis today. The basic cause appears to be the universal lack of interest in education. The students of yesterday used to respect the teachers more than their parents. The students of today have no respect for them.

The main reason of failure in the examination is the wrong decisions of the parents about the future of their children. They want their children to become either an engineer or doctor irrespective of their aptitude for the career. The students themselves are also responsible for their failure. They feel so confident of their success that they pay little attention to their studies. The result is obvious. The spurt of political activities in the country, frequent calls for strikes and recurring boycott of classes have all played havoc with the future of many students.

HIGHER EDUCATION (Special Section)

80. AYAZ, Sheikh. Universities Cannot Escape the Concrete Realities --- Morning News (Karachi) June 6, 1976.

The universities have become bureaucratized and stress has shifted to status consciousness of the teachers. Most of the teachers and administrators are preoccupied with the status segment, such as special housing allocation, offices, and subtle gradations of deference.

The concept of "Practical Renaissance" lays stress on what the individual teacher produces, and how he helps the student become a useful member of the society. Thus, teachers, administrators, and students, in the existing society should develop a certain social and intellectual responsibility which is but one aspect of the larger question of the responsibility of the existing or future professionals in our developing society. These responsibilities may be roughly divided into three broad categories: 1) the responsibility of developing expertise and constituting a body of scientific knowledge; 2) the responsibility of generating a code of ethics regarding work and duties of professionals; and 3) the responsibility to the society as a whole.

81. AYAZ, Sheikh. The Role of the Universities in a Changing World --- Morning News (Karachi) May 28, 1976.

According to many educationists, universities can be run and supervised only by those who have specialized in the art and

techniques of teaching. The success of universities lies not in following a prescribed code of directions, as many specialized technocrats tend to believe, but in adapting the institutions to the changing demands of the larger environment. Universities should provide the human material which will be best equipped to understand the changing conditions and should be flexible enough to cope with the new needs and demands of the time. Thus, one of the most important objects of universities in a changing society is to produce individuals who can cope with the changing conditions of the society as a whole. It is no use holding on to the old concept of a university in a world so different from the past.

82. AYAZ, Shaikh. Universities in the Existing Societies --- Daily News (Karachi) June 7, 1976.

One of the major functions of the university within any society is to contribute to the store of knowledge which will be of service to in this world. Centers of higher learning, if they are to live up to this aim, cannot cut themselves off from any occurrence within society. Nothing of what happens or is needed in the society is beyond the pale of cognizance of the university. There is an urgent need to develop and give a new direction to the aims, objects and functions of the university to bring about, what may be called, practical renaissance. Higher academic learning should not be in any case remote from the empirical world.

It is concluded that we must be prepared to broaden our conception of the role of the university in the existing society and to revise it in the light of new realities and intellectual concerns.

83. BALOCH, N.A. University of Sind: the Second Oldest University of Pakistan --- The Varisites (Karachi) Vol. 1(2): 13-22. March-April, 1976.

The historical perspective of the University is described. The year 1947-48 was the first year of the actual functioning of the university of Sind. Until 1950 the Sind University had functioned only as an affiliating and examining body. Then a beginning was made to develop it into a residential university. The department of education and comparative religions and Islamic culture was the first to be established. In 1970 the university of Sind was shifted to its new campus in Jamshoro.

The present position of Sind University is described in some detail highlighting the various educational facilities. Mention is specially made of the university campus at Khairpur and of the engineering college, the present university campus at

Nawabshah. Appendix 1 gives the names of the institutes, departments, constituent colleges, and research centers. Appendix II contains the list of colleges affiliated to the university of Sind.

84. CHUGHTAI, M.I.D. University of Punjab --- The Varsities (Karachi) Vol. 1(1): 6-13. January-February, 1976.

The university of the Punjab, established in 1882, is the oldest seat of learning in the country. The inception and development of this university has been closely connected with the development of higher education in the Punjab. Its history is briefly mentioned. On emergence of Pakistan as an independent state in 1947, the university was hard hit, because experienced and qualified non-Muslim staff left for India, and the problem of manning the university and some of its departments, especially the science departments, became very acute. However, the problem of the shortage of qualified staff was solved within a year or so several new departments were established.

The development of the Punjab University since independence is described, and its important features are mentioned. At the end the lists of teaching departments and of colleges affiliated to the Punjab University are provided.

85. HUSAIN, Mahmud. Basic Role of a University --- In: Education and Culture, 133-139. Karachi, National Book Foundation. 1976.

University is more than an aggregate of colleges and institutes. Its value and utility cannot be measured merely in terms of enrolment or the number of its departments. It is basically a community of scholars living and working together, a community where values are continually tested by the free play of thought. Beside this primary object, a university has also a definite role to play in the wider context of the society which creats it and for which it exists.

These roles are discussed under the headings: 1) free play of thought; 2) creative purposes of freedom; 3) purpose of education; and 4) challenge to youth.

86. HUSAIN, Mahmud. Higher Education in Pakistan --- In: Education and Culture, 97-106, Karachi, National Book Foundation. 1976.

Within the territories now constituting Pakistan, the first university was established by the British in Lahore in 1882. The

university of Sind received its charter early in 1947 and was in the process of being organized when Pakistan came into existence. With independence, came a new consciousness of the importance of education, so that new universities came to be established in various cities. Today, Pakistan possess 10 universities and the total number of enrolment in these universities in 1975 was more than 100,000. These universities have about 150 affiliated and constituent colleges.

The higher education setup in Pakistan is described under the headings: 1) constituent and affiliated colleges; 2) supreme organ; 3) courses offered; 4) corporate autonomous bodies; 5) centers of excellence; 6) area study centers; and 7) professional institutions. At the end some paradoxes are pointed out in the present higher education, like the problem of educated unemployment and insufficient finances for higher education.

87. HUSAIN, Mahmud. Pressure on Higher Education --- In: Education and Culture, 129-132. Karachi, National Book Foundation. 1976.

Higher education in Pakistan is facing many problems. As a developing country, Pakistan needs more university-trained men and women to look after new industries, commerce, agriculture, the expanding means of communication, social services, and education. This necessitates the enlargement of existing universities and colleges and the establishment of new institutions. With the limited resources available it is not easy to properly staff and equip the present institutions. Universities find it very difficult to meet the required needs of laboratories, libraries, and workshops. In addition to this, the universities have to maintain the educational standard without limiting educational opportunities. The problem presented by the education of science and technology is already there to be solved and requires special attention.

The various pressures are discussed and possible solutions are pointed out.

88. HUSAIN, Mahmud. Role of Universities in Economic Development of Pakistan --- In: Education and Culture, 113-119. Karachi, National Book Foundation. 1976.

The principal task before the universities in the next few decades will be that of paving the way for and accelerating the industrial and technological revolution that has recently begun in Pakistan. This is a task which must necessarily be handled and completed primarily in the universities, because in the last

analysis it implies enlarging man's intellectual horizon, giving him an insight into the world he lives in, and enabling him to use his knowledge for pragmatic purposes.

The subject is discussed at some length under the headings: 1) more funds needed; 2) duplication of efforts; 3) the passing away of the old way of life; and 4) the problems of readjustment.

89. Improvement of Education and Research in Universities --- The Varsities (Karachi) Vol. 1(1): 27-32. January-February, 1976.

Under the University Grants Commission Act 1974, a nine-member study group was appointed to examine the existing standards of education and research in our universities and to suggest ways and means for improving the quality and standards of teaching and research in the universities. The study group visited all the universities in the country and held extensive discussions with the representatives of the students and teachers and with the deans, and the vice chancellors. After a series of discussions and meetings, the group presented a comprehensive report in July 1975. The report has since been considered by the University Grants Commission and the Government. It has also been sent to the Universities.

Some 105 recommendations of the report are reproduced here by way of suggestions for the improvement of education and research in the universities.

90. KAZI, M.A. Some Observation on Scientific Research in Our Universities --- The Varsities (Karachi) Vol. 1(1): 14-18. January-February, 1976.

Pakistan's targets of national development demand priority for science and technical education, and accordingly the new education policy has assigned a place of top importance to it. However, the universities of Pakistan are very poorly furnished to promote scientific education, especially research studies. The grants received from the Government are hardly enough to run the routine services of the university and very little is left over for the promotion of research activities. With ill-equipped laboratories and libraries, scarce fellowships available, and meager research grants, not much research work can be expected from our universities. In spite of these handicaps our universities have not done badly in this field.

The present position of scientific research, its scope and methodology, and its problems and constraints are discussed under the headings: 1) research activity; 2) basic sciences; 3) recognition; 4) research leadership; 5) coordination; 6) absence of cooperative efforts, and 7) funding agencies.

91. KAZI, M.A. Universities and their Interfaces --- The Varsities (Karachi) Vol. 1(2): 7-12. March-April, 1976.

The universities in developing countries will have to assume a new role besides their normal activity of teaching and research. They must launch an effective program of extensive service and develop meaningful interfaces with the various sectors of the society. The universities are no more closed door sanctuaries. They must make their program dynamic enough to meet new situations and the changing needs of the nation.

In a developing society the universities should exercise their influence directly in every-day life. It is therefore necessary that the universities should develop external interfaces with other sectors of the society, and between themselves, to better serve the nation. The most important interfaces are: 1) University-Government relations; 2) University-community interactions; 3) University-industry links; and 4) University-University cooperation. These various interfaces are briefly discussed.

92. KHALIQ, Abdul. University Mein Rotation Sistam (Rotation System in University) --- Nawai Waqt (Lahore) January 20, 1976 (U).

The introduction of the rotation system in the Punjab University came as a shock for the old and senior heads of departments. The reaction of the students was also one of amasement. The fact is that the introduction of this system has dealt a blow to the lethargic attitude of the teachers.

Although senior heads of almost all departments have apparently welcomed the new heads, yet they are secretly trying to make them unpopular with the administrative and professional staff of the education department, only to re-establish their lost position.

Despite all this, the rotation system is working well. According to a newspaper report the Government is said to be thinking of undoing this reform. If so, it would be better on the part of the Government to pause and seek the opinion of the people concerned.

93. KHAN, Abad Ahmad. Facts and Figures about Higher Education in Pakistan --- The Varsities (Karachi) Vol.1(2): 34-38. March-April, 1976.

The data compiled by the statistical cell of the University Grants Commission about the results of various examinations conducted by the different universities of Pakistan is provided in a tabular form. The figures show that the number is steadily increasing but is still considerably short of our projected national requirements.

The first table presents the output at various examinations conducted by all universities in Pakistan by level of courses and sex for the years 1970-71, 1971-72, and 1973-74. The second table gives the total output at bachelor and master degree levels, and the third table shows the annual examination results of all universities in Pakistan.

94. KHAN, Abdul Hashim. Some Thoughts on University Education --- The Varsities (Karachi) Vol. 1(1): 3-5. January-February, 1976.

Ever since the establishment of Pakistan, it has been the endeavour of the government to provide all possible facilities of higher education to the youth of the country. But the demand for education could not be met in full because of the limited resources of the country and the ever increasing number of students seeking admission to the educational institutions. Moreover, a good number of deserving students had to go without university education because they could not afford to pay for it.

During the last four years, the government has initiated a number of measures to improve the situation. Everyone who has the ability and aptitude to benefit from higher education has the opportunity and facilities for university education. The facilities provided by the present government are mentioned. It is pointed out that all developing countries are facing the dual problem of providing opportunities to a large number of students for higher education and of maintaining the standard of education.

95. MALIK, Aejaz Ahmed, University Grants Commission --- The Varsities (Karachi) Vol. 1(1): 24-26. January-February, 1976.

The Universities in Pakistan are independent, self-governing institutions having their own charters. Each university is autonomous and is free to conduct its affairs without any outside control. However, they depend for greater part of their funds on the Government. In order to coordinate the program of universities with the wider activities of national development and to ensure

easy flow of public funds for this purpose, an independent corporate body was needed. The Government, therefore, decided to establish a University Grants Commission to serve as a link between the Government and the Universities and to interpret one to the other. This Commission was established in July, 1973.

The functions of the Commission and its programs of research grants and publications are briefly mentioned alongwith its inner setup.

96. NASEER, Sajjad. University Kay Shobajati Sarbarahon Ka Mas'ala (Problem of Departmental Heads of University) --- Nawai Waqt (Lahore) January 10, 1976 (U).

During the past few years, the Government has announced certain important social, economic, and educational policies, which have undoubtedly yielded good results. One of these changes in policy relates to the rotation system in the university.

This system was first introduced in the United States of America. It is suggested that the following changes should be introduced in the system to make it suitable to our own conditions: 1) The duration of two years should be increased by one year. 2) Chairman should be solicited from among the teachers who are willing to take up this responsibility. 3) If possible, the teachers of every department should recommend the names of teachers who are well-versed in administration and who can be nominated to as Chairman. 4) Old powers of the chairman should be restored.

97. National Academy of Higher Education --- The Varsities (Karachi) Vol. 1(2): 30-33. March-April, 1976.

The need for a training institution for the college and university teachers has been voiced since long. The University Grants Commission has now decided to establish a National Academy of Higher Education. The primary function of the Academy would be to undertake the upgrading of the existing teachers both in methodology and content. It will also provide initial training to the newly recruited teachers in methods and techniques to help induct them to the job of teaching the students.

In addition to these the Academy will also arrange seminars, conferences, workshops, and meetings for improving the quality of teaching and for initiating them in research work. It will also organise studies and research in curriculum development and new approaches in teaching.

The objectives and functions of the proposed Academy and its institutional structure are briefly explained.

98. SAQIB, Mohammad Omair. No Stimulatuion for Creative Pursuits in 'Varsities --- Morning News (Karachi) May 22, 1976.

Universities all over the world are the highest seats of learning. The most important perposes of a university are to provide one with the opportunity and important means of attaining higher education, better career, and higher status in society. But our universities, as they now exist, provide no simulation for, and atmosphere conductive to, the continuation of his creative pursuits. A great deal of blame for the present state of affairs lies on the administration and a part of it on the teachers.

It is true that university teachers are overloaded with work; they have for too many students to attend to. Most of these teachers are inevitably involved in too many meaningless faculty tasks. In these circumstances, the bond between the teacher and the student becomes formal and superficial. Thus the only way to reform the situation is to lessen the work load of teachers. They should be provided time and opportunity to maintain personal contacts with the students.

99. SOOMRO, Manzoor Ahmed. University Finances --- The Varsities (Karachi) Vol. 1(2): 23-26. March-April, 1976.

The runninning of modern universities is so costly that even the richest nations of the world find it difficult to meet the growing demands to the full. In Pakistan higher education is a provincial subject, and because of the limited and inadequate supply of funds the progress of our universities has been very slow. Our universites have not only failed to expand proportionately but chose to run in heavy deficit for the sake of sheer survival. Mostly, this state of affairs may be attributed to loose financial control, but the original cause is the inadequate flow of funds to these institutions.

The state of university finances is discussed in its historical perspective under the headings; 1) inadequate flow of funds; 2) the British system; 3) inflation pressure; 4) sources of income; 5) the federal government; 6) endowments; 7) private donations; 8) rate of fees; 9) contracts from industries; 10) grants by research organizations; and 11) economy measures.

100. SOOMRO, Manzoor Ahmed and KHAN, Abad Ahmad. Facts and Figures about Higher Education in Pakistan --- The Varsities (Karachi) Vol. 1(1): 35-42. January-February, 1976.

The collection and analysis of statistical information is the basic element in the quantitative support to educational planning. In the field of higher education no significant efforts were made to collect necessary data to facilitate educational planning. The University Grants Commission realized the importance of this information and established a statistical cell. This cell collected facts and figures through a proforma about enrolment. The figures are presented in the tabular form.

In all, there are six tables showing: 1) enrolment in universities by level of courses and sex for the years 1970-71, 1971-72, and 1973-74; 2) the universities enrolment in Pakistan by level of course, faculty, and sex for the year 1973-74; 3) universities enrolment and their index numbers for the years 1964-65, 1967-68, 1970-71, 1972-73, and 1973-74; 4) foreign students' enrolment by university, level of course and sex for the year 1973-74; 5) foreign students' enrolment in all the universities of Pakistan by level of course, faculty, and sex for the year 1973-74; and 6) enrolment of affiliated colleges in Pakistan by level of courses, faculty, and sex for the year 1973-74.

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